


Music Progression Map

	Exploring Sound and Improvising	Playing Instruments	Singing and Voice	Listening	Composing
EYFS	<ul style="list-style-type: none"> ● Explore a variety of sounds in the world around us. ● Listen carefully to noises that we can hear. ● Listen to songs and nursery rhymes. 	<ul style="list-style-type: none"> ● Explore a variety of instruments and listen to high and low sounds. ● Be able to identify high and low sounds on a glockenspiel or xylophone. 	<ul style="list-style-type: none"> ● Learn songs and join in with nursery rhymes. ● Learn songs to perform as part of a school play. ● Understand different ways that they can use their voices. 	<ul style="list-style-type: none"> ● Listen carefully to noises in the environment around them. 	<ul style="list-style-type: none"> ● Listen to different pieces of music and share their opinion and likes and dislikes.
KS1	<ul style="list-style-type: none"> ● Improvise descriptive music ● Respond to music through movement ● Create a soundscape using instruments ● Explore different sound sources and materials ● Explore sounds on instruments and find different ways to vary their sound ● Explore timbre and texture to understand how sounds can be descriptive ● Combine sounds to create a musical effect in response to visual stimuli ● Explore voices to create descriptive 	<ul style="list-style-type: none"> ● Identify and keep a steady beat using instruments ● Explore and control dynamics, duration, and timbre with instruments ● Play percussion instruments at different speeds ● Play and control changes in tempo ● Explore sounds on instruments and find different ways to vary their sound ● Use instruments to create descriptive sounds ● Play fast, slow, loud, and quiet sounds on percussion instruments 	<ul style="list-style-type: none"> ● Sing a song with contrasting high and low melodies ● Control vocal dynamics, duration and timbre when singing ● Sing a song together as a group ● Combine voices and movement to perform a chant and a song ● Use voices to create descriptive sounds ● Sing with expression, paying attention to the pitch shape of the melody 	<ul style="list-style-type: none"> ● Recognise and respond to changes in tempo in music ● Identify changes in pitch and respond to them with movement ● Understand how music can tell a story ● Understand musical structure by listening and responding through movement ● Match descriptive sounds to images ● Listen to and repeat back rhythmic patterns on ins 	<ul style="list-style-type: none"> ● Invent and perform new rhythms to a steady beat ● Create, play and combine simple word rhythms ● Create a picture in sound ● Compose music to illustrate a story ● Perform and create simple three- and four-beat rhythms using a simple score

	<p>musical effects</p> <ul style="list-style-type: none"> • Explore different ways to organise music 	<ul style="list-style-type: none"> • Play pitch lines on tuned percussion • Accompany a song with vocal, body percussion • Use instruments expressively in response to visual stimuli 			
LKS2	<ul style="list-style-type: none"> • Improvise descriptive music • Improvise to an ostinato accompaniment • Explore simple accompaniments using beat and rhythm patterns • Improvise in response to visual stimuli, with a focus on timbre • Explore household items as instruments and match rhythms with appropriate soundmakers • Explore layers and layering using a graphic score 	<ul style="list-style-type: none"> • Accompany a song with a melodic ostinato on tuned percussion • Perform a pentatonic song • Understand and use pitch notations • Read simple rhythm notation • Create and perform from a symbol score • Read graphic notation to play a melody on tuned instruments • Combine four body percussion ostinati as a song accompaniment • Play a pentatonic song with leaps in pitch on tuned percussion • Play and sing repeated patterns (ostinati) from staff notation • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations 	<ul style="list-style-type: none"> • Sing in two-part harmony • Copy and create a wide range of vocal sounds to incorporate into a song • Sing in two parts • Perform a round in three parts • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Use beatbox techniques to imitate the sound of a drum kit • Learn to sing partner songs • Sing a call and response song in a minor key in two groups • Sing a song with three simple independent parts • Combine singing, playing and dancing in a performance 	<ul style="list-style-type: none"> • Learn how sounds are produced and how instruments are classified • Understand how rhythmic articulation affects musical phrasing • Copy rhythms and a short melody • Match short rhythmic phrases with rhythm notation • Listen to and learn about Renaissance instruments 	<ul style="list-style-type: none"> • Select descriptive sounds to accompany a poem • Choose different timbres to make an accompaniment • Make choices about musical structure • Create and perform from a symbol score • Arrange an accompaniment with attention to balance and musical effect • Use a score and combine sounds to create different musical textures • Compose an introduction for a song • Compose and notate pentatonic melodies on a graphic score

UKS2

- Learn to read music.
- Play a brass instrument; practice and learn pieces of music for performance.